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ABSTRACT

This content analysis schedule for HABLA-Helping Advance Bilingual Learning in Abernathy, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are an outline of the bilingual education program for 1971-72 and additional information on cognitive development. (SK)

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Proj. # 34
Abernathy, Texas

PROJECT BEST

Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

ED 072714

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

SECOND YEAR DATA VERIFIED BY PROJECT

✓ Initial Proposal

✓ 2nd Year Continuation

____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

FL 004 128

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Project Best
Bilingual Education Applied Research Unit
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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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Developed by Marietta Saravia Shore
Coordinator, BEARU

bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 34

DATA VERIFIED BY PROJECT

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant R. Hess / mss Date 6/29/71

0.2 Name of Project HABLA - Helping Advance Bilingual Learning in Abernathy

0.3 Address of Project Abernathy Independent School District

0.4 Drawer E, Abernathy, Texas 79311

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No.
97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1

0.3 Address of Project Abernathy Independent School District

0.4 Drawer E, Abernathy, Texas 79311

.05 STATE 0.5 25

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
3-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 97

see Project No. 97 - 1969
07 - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 0

2.3 Prior bilingual program involved: 2.3 0
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 0
1-local 4-university
2-state 5-federal (specify)
3-foundation 6-other (specify)

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program 2.5 1
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 2
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 1,4,2
1-local 4-federal (specify) free lunch program (migrant)
2-state 5-other (specify)
3-university 6-foundation support

2.8 Total Title VII grant (first year only) 2.8 51,500

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 12,500

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 1

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A. First year 4.2 A 120 P
B. Second year B 164 C70
C. Third year C 255 C71

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes	Grade	Number of Classes
PS-PreSchool		7-grade 7	
K-Kndgtn	3	8-grade 8	
PSK 87 TOTAL NO. students PS and K		9-grade 9	
		B TOTAL students gr. 7-9	
1-grade 1	3	10-grade 10	
2-grade 2		11-grade 11	
3-grade 3		12-grade 12	
4-grade 4		C TOTAL students gr. 10-12	
5-grade 5			
6-grade 6			
A 77 TOTAL students gr. 1-6			

4.3 PSK
A
B
C

4.4 1-All classes graded 4.4 1
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 87	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 77
	I Total Non-English Dominant: 87	II Total English Dominant: 77

5.0		No.	%
NE dom I NEMT		87	53
E dom NEMT	II_1	....	...
E-Dom EMT	II_2	77	47
Total E-Dom II= II_1 + II_2		77	47

(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	3
PSK	87 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	
B	TOTAL students gr. 7-9

4.3 PSK
A
B
C

1-grade 1	3
2-grade 2	
3-grade 3	
4-grade 4	
5-grade 5	
6-grade 6	
A	77 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	
C	TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:

4.4 1

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 87	II E-Dom - NEMT:
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 77
	I Total Non-English Dominant: 87	II Total English Dominant: 77

5.0	No.	%
NE dom I N-EMT	87	53
E dom NE-MT II_1	....	...
E-Dom EMT II_2	77	47
Total E-Dom II= II_1 + II_2	77	47

INF:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	87	53 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	..... %	.....
B TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		87	53 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 N.S.	E1 77	47 %	.....
E2	E2	..... %	.....
II TOTAL number of EMT students other than target population	77	47 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from **their dominant language.** 5.4 N.S.

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent	
Number	%	not	No.	%	not only listening speaking

B1	American-American	B1	87	53 %	.....
B2	Puerto-Rican	B2	.....	..... %	.....
B3	Cuban	B3	.....	..... %	.....
B4	Other Spanish-American (specify)	B4	.....	..... %	.....
B	TOTAL No. of Spanish-speaking Americans	B	.....	..... %	.....
C	Portuguese-American	C	.....	..... %	.....
D	Franco-American	D	.....	..... %	.....
F	Chinese-American	F	.....	..... %	.....
G	Eskimo	G	.....	..... %	.....
H	Russian	H	.....	..... %	.....
J	Other	J	.....	..... %	.....
I	TOTAL number of N-EMT target students		87	53 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1	N.S.	E1	77	47 %	.....
E2	.....	E2	—	..... %	.....
II	TOTAL number of EMT students other than target population		77	47 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 N.S.

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program				Number of Monolingual Students			Number of students Bilingual to any extent				
Number		%		not spec.	No.	%	not spec.	only listening comprehension No.	%	speaking ability No.	%
E 77	English	47		✓	...	...	✓	...	...	...	...
A	American Indian	...		...	...	...	...	...	...	...	...
A1	Navajo	...		...	...	...	...	...	...	...	...
A2	Cherokee	...		...	...	...	...	...	...	...	...
A3	Keresan	...		...	...	...	...	...	...	...	...
A4	Other (spec.)	...		...	...	...	...	...	...	...	...
S 87	Spanish	53		✓	...	...	✓	...	...	...	...
C	Portuguese	...		...	...	...	...	...	...	...	...
D	French	...		...	...	...	...	...	...	...	...
F	Chinese	...		...	...	...	...	...	...	...	...
G	Eskimo	...		...	...	...	...	...	...	...	...
H	Russian	...		...	...	...	...	...	...	...	...
J	Other (spec.)	...		...	...	...	...	...	...	...	...

5.6 Recruitment of Students: 5.6 NS
0 - not specified - do not recruit
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of N-EMT pupils in project area: see Chart C 5.7 47%
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3
(% if more than one category, indicate percent for each)
1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 40%
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 n.s.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 0.0
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 0
II 0

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A__ parents, B__ children, C__ teachers)

5.8 Community Characteristics (mark all that apply) 5.8 3
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify)
reservation

5.9 A. Socio-economic status of M-EMT participating students (indicate specific percent of low SES) 5.9 A. 40%
B. Average family income, if mentioned B. n.s.
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank) 5.10 n.s.
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project (Indicate specific percent) 5.11 00
n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I 0
II 0

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A parents, B children, C teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A N.A
B .....
C .....

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

Sometimes

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1 II 1

	I N-EMT	II EMT
1-inferred by use of surname	....	....
2-established by formal testing of students	....	....
3-assessed by informal means (specify how)	....	....
4-not mentioned how language dominance was determined	....	....

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 0

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 2
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how).....

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English — 6.6 0
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language — 6.7 0
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language — 6.8 0
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? — 6.9 2
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) — 6.10 0
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1.____ Language dominance not specified
2.____ Mother tongue not specified
3.____ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I E Dom. NEMT	N= 1 from Mex	N= 1 from Mex.
II E Dom EMT	N= 4 6	N= 1
II$_1$ E Dom NEMT	N=	N=

A Total Number Monolingual: 7

B Total Number Bilingual: 1

Total Number of Teachers N: 8

7.1

		No.	%
I	A	1	12
I	B		
II	A	6	75
II	B	1	12
II$_1$	A		
II$_1$	B		
	A	7	87
	B	1	12
	N	8	

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

	A Monolingual	B Bilingual
I N-E Dom N-EMT		7
II E Dom EMT		
II$_1$ E Dom N-EMT		

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	7	7

7.2	No.	%
I A	7	100
I B	—	—
II A	—	—
II B	—	—
II$_1$ A	—	—
II$_1$ B	—	—
A	—	—
B	7	100
N	7	

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified P pg 16 Cp 8

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

II E Dom EMT

II E Dom N-EMT

II A				
II B				
II A				
II B				
A				
B	7	100		
N	7			

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
0	7	7

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified P. pg 16 Cp 8

7.4 Language(s) used by bilingual program aides or paraprofessionals 7.4 2
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual program aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
0			0			0	0		

0-not specified

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community ..0.. and % .....of total N-EMT teachers.

7.6 No. 0 % —

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or if specified descriptively,

A = teachers
B = aides

1-few
2-some
3-many
4-most
5-more than half
0-not specified

7.7 No. A 0 B 7 % 100

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given)

7.8 13

no.'s

n.s.-qualifications not spcified
O-previous courses not specified

1. ....teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ....teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ....previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ....previous teaching in local area/live in the community competence
5. ....courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ....courses in N-E literature/ or literacy in Spanish
7. ....must be bilingual
8. ....any previous education through N-EMT/content of courses learned through
9. ....courses in teaching ESL/audio lingual approach N-EMT
10. ....courses in methods of teaching N-EMT language/language development
11. ....courses in methods of teaching content (e.g. math)in N-EMT
12. ....certification in ESL/or experience teaching ESL
13. ✓ certification in teaching N-EMT
14. ....cross cultural courses
15. ....courses in the cultural heritage, values, deep culture of N-EMT or
16. ....other qualifications, specify travel

8.0 STAFF DEVELOPMENT

8.1 A 3
B 0

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas. (mark all that apply)

O-No staff training mentioned

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified	.....	.....
1-English as their second language	.....	.....
2-The teaching of English as a second language	.....	.....
3-X as their second language	3	.....
4-The teaching of X as a second language	.....	.....

C '71 p1

4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 13 no.'s _____

n.s.-qualifications not specified
0-previous courses not specified
1. ... teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. ... teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ... previous teaching through N-EMT (in country where it is a native/native-like language, in Peace Corps)
4. ... previous teaching in local area/live in the community
5. ... courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ... courses in N-E literature/ or literacy in Spanish
7. ... must be bilingual
8. ... any previous education through N-EMT/content of courses learned through N-EMT
9. ... courses in teaching ESL/audio lingual approach
10. ... courses in methods of teaching N-EMT language/language development
11. ... courses in methods of teaching content (e.g. math)in N-EMT
12. ... certification in ESL/or experience teaching ESL
13. ✓ certification in teaching N-EMT
14. ... cross cultural courses
15. ... courses in the cultural heritage, values, deep culture of N-EMT or travel
16. ... other qualifications, specify

8.0 STAFF DEVELOPMENT

8.1 A 3
B 0

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language		
3-X as their second language	3	
4-The teaching of X as a second language		
5-Methods of teaching other academic subjects		
6-Methods of teaching other academic subjects in X language		

C'71 p1 See Xerox Cop 7a, b

8.2 Stated goals of teacher training are: I N.S. II _____

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of _____		
2-Cross-cultural training _____		
3-Sensitivity to ethnocentricism and linguistic snobbery _____		
4-Awareness of the social-emotional development of _____		
5-Strategies for accomodating the different learning styles of _____		
6-Strategies for cognitive development of _____		
7-Strategies for reinforcing the self-esteem of _____		
8-Methods of cross-cultural teaching or teaching the bicultural component _____		
9-Formulation of pupil performance objectives _____		
10-Methods of evaluation of pupil performance objectives _____		

List specific courses if given (or Xerox and attach)

Question 8.1 7a

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H A B L A

Component: Staff Development

Objective: To enable teachers and aides to conduct kindergarten and first grade classes bilingually. To enable one teacher with with the help of an aide, teach viz closed circuit television.

Participants: Kindergarten teachers, first grade teachers, aides.

PRODUCT		EVALUATION SCHEDULE	
	Performance Objective	Dates	Procedures
3.1	First grade teachers will be able to speak enough Spanish that they will have classroom control and can give instruction in either language.	daily-Sep 70 May 71	Project Director will visit rooms and observe methods and techniques being used.
3.2	Teachers will be able to supervise the work done by aides with individuals and small groups.	daily-Sep 70 May 71	Project Director will visit rooms and observe methods and techniques being used.
3.3	Aides will be able to prepare materials, work with small groups or individuals, and supervise playground activities.	daily	Project Director will visit rooms and observe methods and techniques being used.
3.4	Teachers and aides will be able to operate audio-visual equipment and use it effectively.	daily	Project Director will visit rooms and observe methods and techniques being used.
.5	Teachers will be able to effectively use closed circuit television as a medium of instruction. They will be able to utilize a television presentation and conduct a follow up class.	daily	Project Director will visit rooms and observe methods and techniques being used.
.6	One teacher and one aide will be able to make video taped lessons, bilingually, in the area of language arts and mathematics, for presentation to first grade rooms.	daily	Conferences between classroom teachers, television teacher and Project Director.
.7	The staff will be able to select and/or adapt materials for bilingual education.	daily weekly	Conferences between classroom teachers and Project Director. Evaluation of materials and their effectiveness in staff meetings.

H A B L A

Component: Staff Development

PROCESS		EVALUATION SCHEDULE	
	Performance Objective	Dates	Procedures
3.1	First grade teachers will be given material to study during summer. A one week workshop will be held Aug 19 to Aug 25, 1970.	Aug 70	Staff meetings during Aug Discussion of best way to learn necessary Spanish.
3.2	Staff meetings will be held each week as well as daily individual conferences with Project Director to discuss procedures being used.	daily	Visits to classrooms by Project Director. Conferences between teachers and Project Director.
3.3	Aides will be given special instruction during pre-school workshops. Daily conferences with Project Director will be held as well as weekly staff meetings.	daily	Visits to classrooms by Project Director. Conferences between teachers and Project Director.
3.4	Aides and teachers will be given instruction in use of equipment during pre-school workshop. The most effective methods for use will be worked out for each class in teacher-Director conferences.	daily	Visits to classrooms by Project Director. Conferences between teachers and Project Director.
3.5	Staff meetings held weekly will discuss various techniques and ways of improving.	daily	Conferences between classroom teachers, television teacher and Project Director.
3.6	A consultant, experienced in video-tape production, will be used. Suggestions for content will be made by classroom teachers.	daily	Conferences between television teacher, consultant and Project Director.
3.7	Staff will survey available materials and determine which are most appropriate and/or adaptable for our needs.	weekly	Staff conferences.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 3

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2, 3, 6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 2 B 2

	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	____	____
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1-bilingual	1	____
2-bicultural	____	____
3-N-MT (specify background)	____	____

8.9 Training is provided: 8.9 1, 2
1-during a summer session
2-during the academic year
3-other (specify)

c'70 p.39-40 pre-service & pp 7+18
See Xerox Copy pg 2, & in-service

8.10 Extent of training: 8.10 A 3

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course

B (indicate no. of hours) B 5 1
5 1 hr weekly
6 _____ monthly
7 _____ bi-monthly

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned
How? (specify) _____ 8.5 0

8.6 Paraprofessional's role: 8.6 2,3,6

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? _____
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) 8.7 A 2 B 2

	A for teachers	B for aides
0-not specified	___	___
1-University faculty	___	___
2-project's Master Teachers	___	___
3-project's teachers	___	___
4-other (specify)	___	___

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1	1	___
2	___	___
3	___	___

1-bilingual
2-bicultural
3-N-ENT (specify background)

8.9 Training is provided: 8.9 1, 2
1-during a summer session
2-during the academic year
3-other (specify)

c'70 p.39-40 pre-service } pp 7+18
See Xerox Copy 1872, & in-service

8.10 Extent of training: 8.10 A 3

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____ short course 2 hours per day 3-4 weeks

B (indicate no. of hours)
5 1 hr weekly
6 _____ monthly
7 _____ bi-monthly

B 5 1
6 ___
7 ___

8.11 Number and Proportion of teachers attending training: 8.11 3

	no.	%
	3	___

or: if specified descriptively, indicate:

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%
6-most
7-many
8-few
9-other (specify)_____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) 9.1 1,2,3,4,6,7
0-not mentioned
1-to N-ENT language or dialect
2-to N-ENT students - expectations of achievement
3-to N-ENT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) _____

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) _____

10.1 4

10.2 1, 4

10.3 Average number of pupils per class:
0-not specified

10.3 2, 4

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 1

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 1

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 1, 2, 3, 5

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox Copy 9a, b

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOMINANT	II E DOMINANT	II_1 E DOMINANT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	3		

C 10 p10

11.1 I 3
II n.s.
II_1 n.s.

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 1
0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-professionals) per clas: 10.5 1
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 1, 2, 3, 5

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT See Xerox Copy 9a, b

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I NE DOM NEMT	II E DOM EMT	II_1 E DOM NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	....	....	....
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	....	....	....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	3 C'70 p10	....	....

11.1 I 3
II n.s.
II_1 n.s.

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 4

0-not mentioned
if for a particular number of years:
1 2 3 (4) 5 6 7 8 9 10 11 12 13 See Xerox
C'70 p10 Copy 9c

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

a =
b =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I K=14
code: C= N.A. (if no EMT) II K=14
13= 14= II_1 K=14

for each group	N.A.	Pre-K	(K) ✓	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
II E DOM	..	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...
II_1 E DOM/NEMT	..	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...

C'71 p2 Instruction in reading in the second language was not introduced until Jan. 1971
See Xerox Copy 9d

Question 11.0

H A B L A

OUTLINE OF BILINGUAL EDUCATION PROGRAM FOR 1971-72

Instructional Component

I. Kindergarten

1. Oral language development - English and Spanish
2. Video tapes to develop sentence patterns and vocabulary that will be used in first grade reading.
3. Video-taped stories in both languages to enrich background of underprivileged children and also aid in language development in both languages.
4. Introduction of letter sounds.

II. First Grade

1. Continue oral language development with emphasis on patterns and vocabulary that will be used in reading.
2. Daily drill on letter sounds.
3. Reading readiness program.
4. Basal reading program - English.
5. Video-taped guides with classroom follow-up in Spanish language arts.
6. Video-taped guides with classroom follow-up in bilingual mathematics.

III. Second Grade

1. Continue oral language development.
2. Begin translation drills, English to Spanish and Spanish to English.
3. Continue basal reading program in English.
4. Video-taped guides for Spanish language arts program with classroom follow-up.
5. Video-taped guides with classroom follow-up for bilingual mathematics.

Evaluation of Instructional Component

I. Kindergarten

1. Pre- and post- test (TOBE - Language and General Concepts)
2. Locally devised spot evaluation instrument (Pre- and post-)

3. Random sampling of progress toward stated objectives by Evaluator at six-week intervals. (Teachers will be given behavioral objectives for each six-weeks period. Evaluator will prepare tests based on these objectives.)

4. Feed-back to teachers based on results of six-weeks spot evaluations.

II. First Grade

1. Ability test in accordance with regular school testing program.

2. Pre- and post- achievement tests.

3. Oral language test to be developed by staff (first and second language).

4. Random sampling of progress toward stated objectives by Evaluator at six-week intervals. (Teachers will be given behavioral objectives for each six-weeks period. Evaluator will prepare tests based on these objectives.)

5. Feed-back to teachers based on results of six-weeks spot evaluations.

III. Second Grade

1. Pre- and post- achievement tests. (Post- test at end of first grade may be used as pre- test for second grade.)

2. Oral language test to be developed by staff (first and second language).

3. Random sampling of progress toward stated objectives at six-week intervals by Evaluator. (Teachers will be given behavioral objectives for each six-weeks period. Evaluator will prepare tests based on these objectives.)

4. Feed-back to teachers based on results of six-weeks spot evaluations.

Question 11.2

9c 10

OBJECTIVES

The long range objectives of HABLA are to develop fluency in both English and Spanish among as many students as our resources and facilities will permit. Another objective is to provide our students with an education that will ultimately enable them to move easily in the circles of either English-speaking or Spanish-speaking cultures. This will require much more than merely teaching a second language to members of either group. It will necessitate the development of an appreciation of the heritage and attainments of each culture.

While keeping an eye on this ambitious goal, we realize that there must be intermediate milestones. The most important intermediate objective is that of reducing the alarmingly high rate of failures or retentions among the Mexican-Americans in the lower grades. We intend to accomplish this through the use of a bilingual approach to instruction. Hopefully by the end of grade three, the target group will be on level with their age-mates and be able to proceed in a class with English instruction.

More specifically, our immediate objectives are:

For Kindergarten:

The purpose of the Title VII kindergarten program is to provide an opportunity for the Mexican-American child to begin "bridging the gap" between the Mexican-American culture of the home and the Anglo-American culture of the school, to begin learning the English language, to broaden his experience and understandings, to increase his abilities and skills, and to develop wholesome attitudes through a planned environment.

The terminal objectives of the bilingual kindergarten are to provide experiences that will enable the children to:

1. Label (orally) animate and inanimate objects within the framework of their experiences in either English or Spanish with seventy percent accuracy.

2. Ask routine questions in either language and respond to routine class room instructions when given in either language.

3. Describe sensory and perceptual responses in either language in such a manner that a person could recognize the stimulus from the child's description.

4. To enter the first grade the following year with a feeling of confidence and worthiness.

The specific objectives can be broken down into four categories: Physical development, emotional development, intellectual development, and social development.

Question 11.3 9d

First Grade -- The first grade students have made considerable progress but have not progressed as much in reading in their second language as we had hoped. Their responses to oral instructions indicate, however, that they are making progress in learning a second language.

The first grade pupils were administered a pre and post achievement and ability tests. The results were:

Stanford Achievement Test

Group	Fall Stanine	Spring Stanine
English	6	7
Spanish	3	4
Control	4	6

Inter-American General Ability Test

	Verbal-Numeral		Non-Verbal		Total
	Pre	Post	Pre	Post	
Span.	21.8	26.2	19.8	27.4	41-54
Eng.	32	34	29	33	61-67

The Stanford Early School Achievement Test was given by closed-circuit television. A close-up view of each picture of the test was shown and instructions were given first in Spanish (local translation) and then in English. The teachers and aides who were proctorssin their respective classes were interested to note that many of the Anglo children were responding to the Spanish instructions.

The plans for first grade instruction were drawn up in the spring of 1970 before we knew that we would participate in the special "Reading in Spanish" program in cooperation with the Houston schools. Participation in this program has caused some changes in our plans--the major change being the delaying of reading instruction in a second language.

The Spanish-speaking children were taught reading in Spanish while the English-speaking children were taught reading in English. The Spanish reading was taught by a teacher from Mexico who was instructed to teach just as she taught in Mexico.

Instruction in reading in the second language was not introduced until January 1971.

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I [illegible] DOM	...	...	...	✓	...	...	...	...
II E-DOM - EMT	...	...	...	...	...	...	...	...
III E-DOM/NEMT	...	...	...	...	...	...	...	...

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 4
II n.s
I_4 n.s

11.5 Second language learning for English dominant students is projected through grade:

code:	00 if no EMT	0 not specified	grades 1	2	3	(4)	5	6	7	8	9	10	11	12
II EMT	...	---	---	---	---	---	---	---	---	---	---	---	...	...
II_4 N-EMT/E Dom	...	...	---	---	---	---	---	---	---	---	---	---	...	---

11.5 I_2 0
II .....

11.6 Learning in their native language for Non-English dominant students is projected through grade:
0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.6 4
c 70 p10
See XEROX 9a

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	Span. Eng.		L.A, M	K N.S
1	all day, alternated		L.A, M	1 N.S
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
Pre K				

11.5 Second language learning for English dominant students is projected through grade: — 11.5 I_2 0 / II ...

	00 if no N-EMT	0 not specified	1	2	3	(4)	5	6	7	8	9	10	11	12
code:														
II N-EMT	...	---	--	--	--	--	--	--	--	--	--	--	...	...
I_2 N-EMT/E Dom	...	...	--	--	--	--	--	--	--	--	--	--	...	---

11.6 Learning in their native language for Non-English dominant students is projected through grade: — 11.6 4

C=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

c 70 p10 See XEROX

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is: 9a

code: C=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
~~Pre K~~				Pre K
	Span. + Eng.		L.A, M	N.S.
1	all day, alternated		L.A, M	1 N.S.
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

	11.10 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EMT
~~PreK~~	NS	NS	NS	Pre K NS
1	NS	NS	NS	1 NS
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-EMT-English dominant). English Mother tongue students do not receive instruction in a second language

11.13 2

0-no English Mother tongue students
2- 2 way - EMT learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English EMT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
~~PreK~~	Two languages		Lang. Arts, M	~~Pre~~ K both Lang.
1	interchanged all day		Lang Arts, M	1 both Lang.
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Both languages used during class period teacher, paraprofessional and students.

	of instruction through N-EMT	day of any instruction	in second lang.	of instruction through N-EMT
~~PreK~~	Two languages		Lang. Arts, M	~~Pre~~ K both LANG.
1	interchanged all day		Lang Arts, M	1 both LANG.
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Both languages used during class period teacher, paraprofessional and students.

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
1-concurrently with dominant language listening-speaking skills
2-after a specified level of competency achieved in listening-speaking skills in dominant language
3-a specified period of time after listening-speaking skills in dominant language taught

13.1 IB 1
IIB 1

13.2 ALM sequence followed:
1-Listening-speaking proficiency precedes introduction of reading
2-Reading is taught concurrently with listening-speaking skills

13.2 IA 1
IB n.s.
IIA n.s.
IIB n.s.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:
1-concurrently with dominant language listening-speaking skills ___ ___
2-after a specified level of competency achieved in listening-speaking skills in dominant language ___ ___
3-a specified period of time after listening-speaking skills in dominant language taught ___ ___

13.1 IB 1
IIB 1

13.2 ALH sequence followed:
1-Listening-speaking proficiency precedes introduction of reading ___ ___ ___ ___
2-Reading is taught concurrently with listening-speaking skills ___ ___ ___ ___
3-Learning to read overlaps learning of listening-speaking skills ___ ___ ___ ___
4-There is some overlap between learning to read and to write ___ ___ ___ ___

13.2 IA 1
IB n.s.
IIA n.s.
IIB n.s.

13.3 Listening-speaking proficiency determined by:
1-measure of listening-speaking proficiency ___ ___ ___ ___
2-informal assessment by teacher ___ ___ ___ ___

13.3 IA 2
IB N.S.
IIA N.S.
IIB N.S.

13.4 Second language reading skills are learned:
1-concurrently with learning to read in dominant language ___ ___
2-after a specified level of dominant language reading competence achievement ___ ___
3-a specified period of time after learning to read in dominant language (e.g. a specific grade) ___ ___
4-before learning to read in dominant language ___ ___

13.4 IB 3
IIB ____

See Xerox 9d

	I Non Eng dom students A dom lang	I B second lang	II Eng dom students A dom lang	II B second lang	
13.5 Reading is introduced: A-individually, when child is ready or at a specific time during grade: K	___	___	___	___	13.5 IA NS
1	___	✓	___	___	IB 1
2	___	___	___	___	IIA NS
3	___	___	___	___	IIB NS
13.6 Reading readiness is determined by: 1-test of reading readiness	___	___	___	___	13.6 IA 2
2-informal teacher assessment	___	___	___	___	IB ___
					IIA ___
					IIB ___
13.7 Grade level reading is expected: 1-in first grade	not	set	___	___	13.7 IA ___
2-in second grade	___	___	___	___	IB ___
3-in third grade	___	___	___	___	IIA ___
4-in fourth grade	___	___	___	___	IIB ___
5-in fifth grade	___	___	___	___	
6-in sixth grade	___	___	___	___	
7-other (specify)	___	___	___	___	

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB 4
1-in the first grade IIB ___
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: 14.0 I 2
(mark all that apply) II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		___
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as		

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13.6 Reading readiness is determined by:

1-test of reading readiness
2-informal teacher assessment

13.6 IA 2
IB
IIA
IIB

13.7 Grade level reading is expected: not set

1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:

1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB 4
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2
II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	✓	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

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See Xerox Copy
13 a

Question 14.0

V UTILIZATION OF RESEARCH AND EXISTING MATERIALS

A.

A comprehensive study of Mexican-American students in the Abernathy Secondary schools was made during the 1967-68 school year. We feel that many of the things revealed by this study are a reflection of problems faced by these students in the elementary grades. We believe that the "language barrier" has been a stumbling block that we have not adequately removed. Although we have placed the non-English speaking students in a separate class at the first grade level in an attempt to help them, we have not attempted a truly bilingual program.

B.

We have visited the bilingual programs in the San Antonio, Laredo, and Edinburg school systems and at the McAllen Migrant Center. We have also visited with personnel and looked at the material being prepared by the Southwestern Educational Developmental Laboratory at Austin, the Region I Service Center at Edinburg, and the Southwestern Cooperative Educational Laboratory at Albuquerque, New Mexico. Of the programs we visited, we were more favorable impressed by the one at Laredo than the others. The programs at San Antonio, Edinburg and McAllen were placing most of their emphasis on learning English as a second language, while the program at Laredo was more nearly in line with the program we plan to implement.

C.

While we are planning to conduct classes bilingually, we realize that an important part of our program will be to teach English as a second language to one group and to teach Spanish as a second language to another group. We feel that the ESL kits developed by the Region I Service Center would most nearly fit our needs. We submit the following reasons for selecting it:

1. It is more flexible.
2. It is presently a more complete program, including such things as lesson plans, language cards, visual-stimulas picture cards, recordings, and filmstrip-record stories.
3. It will more nearly lend itself to a true bilingual program.
4. It is less expensive.

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I Non Eng. dom. students A -in dom. lang.	I B 2nd lang.	II Eng. dom. students A Eng.	II B 2nd lang.
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.				
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.				
3-Other (specify)				
0-Not specified				

15.0 IA 1
IB 1
IIA 1
IIB 1

16.0 MATERIALS See Xerox 14a, b, c

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	II A	II B
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)				
2-Basal readers	—	✓	✓	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	—	—	—	—

C71 p1

16.2 If some reading material is in the child's dialect, indicate how long it is used:
1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

16.2 IA ns II A ns

(Please indicate / on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	4	—
5-programmed instruction	—	—
6-stories read to children	6	—
7-AUDIO VISUAL AIDES	—	—

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control of the standard form. ___ ___ ___ ___

2-The child's language is corrected- the teacher points out errors and demonstrates the standard form. ___ ___ ___ ___

3-Other (specify) ___ ___ ___ ___

0-Not specified ___ ___ ___ ___

16.0 MATERIALS See Xerox 14a, b, c

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	II	IIB	
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	___	___	___	___	
2-Basal readers	—	✓	✓	—	C 71 p1
3-Dialect readers	—	—	—	—	
4-Experience charts (stories dictated by children)	—	—	—	—	

16.2 If some reading material is in the child's dialect, indicate how long it is used:

	16.2 IA	II
1-Grade 1	ns	ns
2-Grade 2		
3-Grade 3		
4-Beyond Grade 3		
0-not specified		

(Please indicate , on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	4	—
5- programmed instruction	—	—
6-stories read to children	6	—
AUDIO VISUAL AIDES	Pp17	
7-films, filmstrips	7	—
8-flannel or magnetic boards	See Xerox	—
9-realia, graphic displays	—	—
10-records, tapes	Copy 14c 10	—
11-listening centers	—	—
12-multi-media approach	—	—
Experiential :		
13-role playing	13	—
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	—	—
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	—	—
21- suggested TV programs	—	—
22-other (specify)	—	—
21 { closed circuit TV	36	
{ video-Tapes	32	
25- Uniform Alphabet Cards for all classrooms	38	

n.s

Question 16.0

Development of Materials

Numerous visual aids have been developed (such as uniform alphabet cards for all classrooms) as a result of suggestions and ideas presented at staff meetings. We have placed much emphasis on development of video tapes since this enables us to use the language proficiency of one bilingual teacher in all classrooms. We have developed sixty tapes on first grade mathematics, forty tapes for language development and have adapted fourteen children's stories and taped them. These stories presented each Thursday in Spanish and the following day in English serve a two-fold purpose. First, in our adaptation of them, we try to use short, simple sentences and, where possible, use the same sentence pattern several times. (Example: Jack and the Beanstalk. "This is the little yellow house. This is Jack's mother.") Thus we can stress various sentence patterns as a part of language development. The second benefit derived from these stories is that it helps fill some gaps in the background of some of the children. We have not tried to produce a new story each week, but have tried to show a new story every other week while repeating stories on alternate weeks. With each video tape is a written teacher's guide (not necessarily a verbatim script) with suggested follow-up activities for the classroom teacher. An example of these guides is included as Attachment A.

We also obtained permission from the author to translate a pre-primer and use it to introduce Spanish reading. However, this was not as successful as we had hoped it would be.

Materials Development

I. Textbooks

1. Basal readers in English will be used in accordance with state and local policies.

2. Math books in English will be used in accordance with state and local policies.

3. Appropriate books in Spanish will be selected for use as basal Spanish readers.

II. Video Tapes

1. A number of video tapes have been made and others will be made to expedite bilingual instruction.

2. Script and suggested follow-up activities will be given to classroom teachers prior to show of each video tape.

3. Video tapes will be shown as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Kind.	L. Dev.			Story	Story
1st Gr.	Sp. L.Arts	Math	Sp. L.Arts	Math	
2nd Gr.	Sp. L.Arts	Math	Sp. L.Arts	Math	

III. Supplementary Materials

1. Supplementary materials in English and Spanish, will be selected and/or developed in pre-service and in-service training sessions.

2. Bilingual Aides will assist in preparation of supplementary materials.

3. Audio-visual equipment such as 16 mm film projector, film strip projectors, language masters, record players and tape recorders are available to provide a variety of means of presenting supplementary materials.

Evaluation of Materials

I. Check sheets on usage.

II. Check sheets on value of materials.

III. Group discussion and critique of materials in staff meetings.

Question 16.3

4. Social studies -- (Example) A video tape of proper table manners and conduct in the cafeteria can be prepared.

In evaluating the program, we intend to make a video-tape of class room activities at intervals and keep them for comparison. This will also serve as an effective means of self-evaluation for the teacher.

It is our intent to make ocassional video tapes of class room activities and invite parents in to view them.

In the kindergarten program, normal kindergarten activities will be carried on with this one exception -- English and Spanish will be used as a medium of instruction.

The kindergarten groups will be small -- fifteen to eighteen -- with sessions lasting two and one-half hours. The kindergarten teacher will work with one group in the morning and after a lunch break will work with another group in the afternoon.

At the kindergarten level the emphasis will be on oral work and much of it will be for the purpose of removing culture deficiencies that these children might have. Many of these children are from homes that not only do not speak English but are culturally deprived as well. We feel that one of our first objectives should be to help remove this cultural lag. Therefore a great deal of time will be spent on activities such as learning nursery rhymes, story telling, learning poems, and learning songs. These will be taught in Spanish and English. Much of the time will be spent learning acceptable social habits. Included in these social studies will be learning to follow rules, learning to work cooperatively with their fellow students, learning to respect those in authority, and learning good manners.

We intend to have our rooms divided into various areas, with a family life corner, an art corner, and a science corner.

Equipment will include:

Building blocks
Toy housekeeping equipment
Table and chairs
Walking boards
Record Player
Creative arts equipment

16.4 The sources of Non-English materials and textbooks are: 16.4 1,9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture (specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 13a + 14a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 1
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class	1	
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom LEP	III Eng dom NEP
0-not specified			
1-by age	1		

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document 13a + 14a

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 1
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LEP students)

17.2 Students are grouped for language instruction: 17.2 1
(mark all that apply) A-more than ½ the time D Less than ½ the time
0-not specified
1-total class 1
2-small groups (specify size)
3-individual instruction

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom LEP	III Eng dom NELP
0-not specified			
1-by age	1		
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)	✓	✓	✓
n.a. not applicable (no E.dom/NELP)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 NO
no-not mentioned
0-type is not specified
1-inter-ethnic (N-LEP student tutors LEP students)
2-intra-ethnic (N-LEP student tutors N-LEP)
3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) _____

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 0
0-area not specified
1-inter-ethnic (N-LEP aide tutors LEP student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

18.3 Parent tutoring: (mark all that apply) 18.3 NO

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 1

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 2,3,4
0-method not mentioned
1-structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using

See c-70
Xerox
16a

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 1

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
2-a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
5-individualized learning
6-open classroom
7-guided discovery and inquiry
8-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
0-method not mentioned
20.1 2,3,4
1-structured environment rich with materials child can manipulate order, compare, match for perceptual-motor development
See c70 Xerox 16a
2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
20.2 n.a.
1-specify or xerox p. no. and document
n.a.-no grade 4 or later grades

Question 2D.1 Cognitive Development

H A B L A

Component: Kindergarten - Intellectual Development

	PRODUCT Performance Objective	EVALUATION SCHEDULE Dates	Procedures
K-1.1	Given a group of objects or pictures from Appendix # 1, students will be able to classify them into cate ories such as fruit, vegetable, wood, metal or animal, using either language with fifty percent accuracy.	Sep-May 6-wk. inter-vals	Continuous teacher evaluation. 15% of the students will be administered the proper instrument shown in Appendix #4 by the Internal Evaluator or classroom teacher assisted by bilingual aide.
K-1.2	Given a group of objects, students will be able to tell the difference in color, size, shape, and texture, using adjectives listed inAppendix #1 in either language with 50% accuracy.	Sep-May 6-wk. inter-vals	Continuous teacher evaluation. 15% of students will be administered the proper instrument shown in Appendix # 4by the Int. Eval. or clsrm.tchr. assisted by bil. aide.
K-1.3	Students will be able to describe what they see, hear or touch in either language using vocabulary in App. #1	Sep-May 6-wk. inter-vals	Continuous teacher evaluation. 15% of students will be administered the proper instrument shown in App. #4 by the Int.Eval. or clsrm. tchr. assisted by bil. aide.

H A B L A

Component: Kindergarten - Intellectual Development

PROCESS Performance Objective		EVALUATION SCHEDULE Dates	Procedures
K-1.1	a. Begin with flash card pictures of objects. Learn names of objects in both Eng & Span.	wkly	Discussion and evaluation by teachers in staff meetings.
	b. Look at pictures in magazines and have children name the objects they have studied.		
	c. Use plastic models of fruit, vegetables, etc.	daily	Observation by Project Director and/or Internal Evaluator.
	d. Begin teaching classificationof objects after children have learned names of objects in both lang. Drill and repetition w/flash cards.		
	e. Have children arrange flash cards in proper categories beginning with only two categories and gradually increasing.		
	f. Use story of Pinocchio to help teach classification of objects made of wood. Play with wooden blocks.		
	g. Use magnets with metal objects to help teach classification of metal.		
	h. Use stories and improvised songs.		
K-1.2	a. Begin teaching colors of color wheel using both languages.	wkly	Discussion and evaluation by teachers in staff mtgs.
	b. Let children color with crayons using first one color to color an outline picture, increasing the number of colors used one at a time. Give instructions in both languages.	daily	Observation by Proj. Dir. and/or Int. Eval.
	c. When working on classification of fruits, vegetables, etc. in 1.1, have children tell the color of each object.		
	d. Use flash cards and objects illustrating difference in size.		
	e. Use blocks, wheels, etc. to illustrate shape.		
	f. Make large and small circles, triangles or squares on flannel board and have children place a certain number of flannel cutouts in each.		
	g. Use visual discrimination material prepared by Continental Press & Milliken Publ. Co.		
	h. Use "Caterfeelers" using scraps of various textures.		
	i. Let children bring objects of different color and texture.		
K-1.3	Closely related to 1.2, but with more emphasis on being able to give an oral response to sensory stimulation.	wkly	Discussion and evaluation by teachers in staff mtgs.
	a. Use flash cards and objects for children to describe. Talk about how foods taste/smell.	daily	Observation by Proj. Dir. and/or Int. Eval.
	b. Let children describe pictures.		
	c. Let children color pictures and tell story of the picture.		

Question 20.1

17

16c

HABLA

Component: Kindergarten
(Intellectual Development)

	PRODUCT Performance Objective	EVALUATION SCHEDULE	
		DATES	PROCEDURES
1.4	Students will be able to count to ten in either language. They will be able to count objects up to ten and to recognize sets of two, three, four or five objects and state the number of objects in a given set. They will be able to do this in either language.	Sep-May	Continuous teacher evaluation.
		*Sep, Feb, May	Rating on check list by teachers.
		Nov, Mar	Spot evaluations by internal evaluator using the instrument shown in Appendix #8, assisted by bilingual aide.
1.5	Students will be able to ask routine classroom questions (listed in Appendix #4) in either language. They will be able to respond to routine classroom instructions (see Appendix #4) in either language.	Sep-May	Continuous teacher evaluation.
		*Sep, Feb, May	Rating on check list by teachers.
		Nov, Mar	Spot evaluations by internal evaluator using the instrument shown in Appendix #8, assisted by bilingual aide.
1.6	Students will be able to differentiate between morning, afternoon, night. They will be able to name the days of the week and seasons of the year with fifty percent accuracy in either language.	Sep-May	Continuous teacher evaluation.
		*Sep, Feb, May	Rating on check list by teachers.
		Nov, Mar	Spot evaluations by internal evaluator using the instrument shown in Appendix #8, assisted by bilingual aide.
1.7	Students will be able to recite nursery rhymes in English and in Spanish. (See Appendix #5)	Sep-May	Continuous teacher evaluation.
		*Sep, Feb, May	Rating on check list by teachers.
		Nov, Mar	Spot evaluations by internal evaluator using the instrument shown in Appendix #8, assisted by bilingual aide.

*After 1969-70 these will be Sep, Jan, and May

H A B L A

Component: Kindergarten - Intellectual Development

	PROCESS Performance Objective	EVALUATION SCHEDULE Dates	 Procedures
K-1.4	a. Talk about numbers and memorize numbers from 1-10. Repetition and drill.	wkly	Discussion and evaluation by teachers in staff mtgs.
	b. Learn song "Ten Little Indians."		
	c. Use questions such as "How many pencils do I have in my hand?".	daily	Observation by Proj. Dir. and/or Int. Eval.
	d. Put circle, square or triangle on flannel board and have children place a certain number of objects in each.		
	e. Use sets of objects and have children tell which set has the most objects.		
K-1.5	a. At beginning of each day, talk about what day it is, whether it is morning, afternoon and at night.	wkly	Discussion and evaluation by teachers in staff mtgs.
	b. Discuss what we do in the morning, afternoon and at night.	daily	Observation by Proj. Dir. and/or Int. Eval.
	c. Talk about what we do on Saturday and Sunday.		
	d. Talk about calendars. Use calendars for counting.		
	e. Use days of week song.		
	f. Use pictures of sunrise, sunset, moon, etc.		
	g. Use pictures of seasonal scenes.		
	h. Talk about what we do in each season. "Is it cold, hot, cool?".		
K-1.6	a. Read stories to children.	wkly	Discussion and evaluation by teachers in staff mtgs.
	b. Let children color pictures of characters in these stories.		
	c. Listen to records.	daily	Observation by Proj. Dir. and/or Int. Eval.
	d. Let children act out simple stories.		
	e. Make peper sack puppets for characters in stories or rhymes.		
K-1.7	a. Talk about who helps us.	wkly	Discussion and evaluation by teachers in staff mtgs.
	b. Use pictures to identify community helpers and establish vocabulary.		
	c. Talk about what each one does.	daily	Observation by Proj. Dir. and/or Int. Eval.
	d. Visit fire station, police station, post office.		
K-1.8	This will permeate all activities, but will actually be the most important part of the kindergarten program.	wkly	Discussion and evaluation by teachers in staff mtgs.
	a. Correct usage of words will be illustrated and practiced in all activities.	daily	Observation by Proj. Dir. and/or Int. Eval.
	b. Region I Language Kit, adapted for our use will be used twice each week.		

H A B L A

Component: Kindergarten - Intellectual Development

PRODUCT Performance Objective		EVALUATION SCHEDULE Dates	Procedures
K-1.4	Students will be able to count to twenty in either language. In either lang. they will be able to count objects up to ten and to recognize sets of two, three, four or five objects and state the number of objects in a given set. Students will be able to write numerals up to 10.	Sep-May 6-wk. intervals	Continuous teacher evaluation. 15% of students will be administered the proper instrument shown in App. # 4 by the Int. Eval. or clarm. tchr. assisted by bil. aide.
K-1.5	Students will be able to name the days of the week and seasons of the year with 50% accuracy in either lang.	Sep-May 6-wk. intervals	Continuous teacher evaluation. 15% of students will be administered the proper instrument shown in App. #4 by the Int. Eval. or clsrm. tchr. assisted by bil. aide.
K-1.6	Students will be able to recite the Pledge of Allegiance in English and Spanish. (See App. #5)	Sep-May 6-wk. intervals	Continuous teacher evaluation. Observation and oral examination by Internal Evaluator assisted by bil. aide.
K-1.7	Students will be able to identify from pictures, community helpers--policeman, fireman, mail carrier.	Sep-May 6-wk. intervals	Continuous teacher evaluation 15% of students will be administered the proper instrument shown in App. # 4 by the Int. Eval. or clsrm. tchr. assisted by bil. aide.
K-1.8	Fifty percent of the students will be able to demonstrate correct usage of fifty words from App. #1 . Students will demonstrate use of patterns in App. # 2 .	Sep-May 6-wk. intervals Oct,Apr Oct,Apr	Continuous teacher evaluation. 15% of students will be administered the proper instrument shown in App. # 4 by the Int. Eval. or clsrm. tchr. assisted by bil. aide. Spot Evaluation Instrument--App. # Test of Basic Experience - Lang.

H A B L A

Component: Second Grade - Mathematics

	PRODUCT Performance Objective	EVALUATION SCHEDULE Dates	Procedures
2-2.1	Given an incomplete number sentence in the form 5 - 4 ◯ 1, 3 + 3 ◯ 9, or 2 + 5 ◯ 3 - 1, sixty percent of the students will be able to complete the sentence by using the proper symbol <, >, =. They will be able to do this with seventy percent accuracy when given instructions in either language.	daily 6-wk. intervals	Teacher observation. 15% of students will be administered the proper instrument in App. #10 by the Int. Eval. clsrm. tchr. assisted by bil.
2-2.2	Given appropriately divided regions or given sets of objects, sixty percent of the students will be able to identify 1/4, 1/2, 3/4, 1/3 or 2/3 of a region or set. They will demonstrate this ability by coloring the fractional part of the region or circling the fractional part of the set. They will be able to perform this operation with seventy percent accuracy when given instruction in either language.	daily 6-wk. intervals	Teacher observation. 15% of students will be administered the proper instrument in App. #10 by the Int. Eval. clsrm. tchr. assisted by bil.
2-2.3	Given replicas of United States coins, eighty percent of the students will be able to recognize equivalent amounts of money. They will demonstrate this ability by grouping the coins into equivalent amounts. They will be able to make change and count out change (in either language) for imaginary purchases up to one-half dollar in value.	daily 6-wk. intervals	Teacher observation. 15% of students will be administered the proper instrument in App. #10 by the Int. Eval. clsrm. tchr. assisted by bil.
2-2.4	Sixty percent of the students will be able to perform three-place addition without renaming ones as tens or tens as hundreds. They will be able to perform three-place subtraction without renaming hundreds as tens or tens as ones. They will be able to perform two-place addition with renaming of ones as tens and will be able to perform two-place subtraction with renaming of tens as ones. They will be able to perform these operations with seventy percent accuracy when given instructions in either language.	daily 6-wk. intervals	Teacher observation. 15% of students will be administered the proper instrument in App. #10 by the Int. Eval. clsrm. tchr. assisted by bil.

H A B L A

Component: Second Grade - Mathamatics

	PROCESS Performance Objective	EVALUATION SCHEDULE Dates	 Procedures
2-2.1	Use of Modern School Mathematics text with instructions given inEnglish by teacher and translated into Spanish by the teacher-aide. Video-taped, bilingual presentation with written suggestions for follow-up activities. Supplementary exercises from Continental Press. Teacher-made materials.	wkly	Staff conferences with exchange of ideas and discussion of materials and techniques.
2-2.2	Use of Modern School Mathematics text with instructions given in English by teacher and translation into Spanish by teacher-aide.	wkly	Staff conferences with exchange of ideas and discussion of materials and techniques.
2-2.3	Use of Modern School Mathematics text with instructions given in English by teacher and translation into Spanish by teacher-aide.	wkly	Staff conferences with exchange of ideas and discussion of materials and techniques.
2-2.4	Use of Modern School Mathematics text with instructions given in English by teacher and translation into Spanish by teacher-aide.	wkly	Staff conferences with exchange of ideas and discussion of materials and techniques.

Appendix # 3
KINDERGARTEN OBJECTIVES

First Six Weeks

1.2 Identify and name colors in either language--red, green, blue, yellow, white, black.

1.4 Count to ten by rote in either language.

1.8 Given pictures of family, name mother, father, brother, sister, baby, grandmother, grandfather.

1.8 Use greetings--Good morning, good afternoon.

2.1 Respond to simple instructions in either language--Sit down, Stand up, Bring your chair, Form a line.

2.3 Stay in line when going to recess, lunchroom, etc.

Second Six Weeks

1.1 Given pictures or replicas, name in either language--apple, banana, orange, grapes, peach, pencil, scissors, book, paper, chair, ball, doll, coat, cap.

1.2 Use descriptive words in either language--large-small (big-little), soft-hard,
1.3 hot-cold, few-many-more.

1.4 Count to fifteen by rote in either language.

1.4 Count objects up to five in either language.

1.6 Recite the Pledge of Allegiance in both languages.

1.8 Use sentence patterns, "I have a __", "He (She) has a __".

1.8 Form a circle when told to do so in either language.

4.1 Hop on one foot.

4.2 Hold crayolas, pencil, or scissors properly.

Third Six Weeks

1.1 Given pictures or replicas, identify and name in either language--beans, potatoes, tomatoes, carrots, dog, cat, cow, horse, rabbit.

1.1 Given pictures of objects for which he has learned names, group them in categories of fruits or vegetable, animal, wood or metal.

1.4 Count to twenty by rote in either language.

1.5 Name the days of the week in first language.

1.7 Name community helpers in either language--policeman, fireman, postman, doctor, nurse.

1.8 Use sentence patterns, "I want __", "He (She) wants__".

Kindergarten Objectives (Cont.)

Fourth Six Weeks

1.1 Given pictures of objects, identify and name in either language--car, bicycle, stove, pig, goat, shirt, shoes, dress, trousers (pants), skirt, blouse.

1.4 Recognize sets of one and two objects.

1.4 Write numerals one and two.

1.5 Name seasons of the year in either language.

2.3 Await his turn to perform a task without losing interest to the point of becoming disorderly.

2.4 Find the nurse's office, principal's office, director's office.

3.1 Describe himself, "I am a boy (girl) with (color) hair and (color) eyes."

Fifth Six Weeks

1.2 Use adjectives in either language--rough-smooth, short-tall, wide-narrow,
1.3 round-square.

1.4 Count objects to ten.

1.4 Recognize sets of objects up to five.

1.4 Write numerals up to five.

1.5 Name days of the week in either language.

1.8 Use sentence patterns in either language, "I see, He (she) sees."

2.1 Respond to classroom instructions when given in either language.

4.1 Jump, skip.

Sixth Six Weeks

1.2 Recognize and name in either language--circle, triangle, square.

1.4 Write numerals to nine.

1.8 Use sentence patterns, "I hear, He (She) hears."

2.1 Under teacher direction participate in choral recitation of alphabet in both languages.

4.3 Toss and catch large ball.

Appendix #7
FIRST GRADE OBJECTIVES - MATH

First Six Weeks

2.1 a. Students will be able to count to 20 by ones in first language.
b. Students will be able to count to 10 by ones in second language.
c. Students will be able to count objects up to 10 in first language.

2.2 Students will be able to join 1 with sets of 1, 2, 3, 4 to form a new set.

2.3 Students will be able to write numerals up to 10.

2.4 Students will be able to recognize and place numerals 1-5 in their proper sequence.

Second Six Weeks

2.1 a. Students will be able to count to 100 by tens in their firstlanguage.
b. Students will be able to count to 20 by ones in their second language.
c. Students will be able to count objects up to 10 in both languages.

2.2 Students will be able to join a set of 2 with sets of 1, 2, 3, to form a new set

2.3 Students will be able to write numerals up to 20 by ones.

2.4 Students will be able to recognize and place numerals 1-10 in proper sequence.

Third Six Weeks

2.1 a. Students will be able to count to 100 by ones and by tens in their first lang
b. Students will be able to count to 100 by tens in second language.
c. Students will be able to count to 30 by ones in second language.
d. Students will be able to count objects up to 15 in both languages.

2.2 Students will be able to join and separate sets 1-6 when given instruction in either language.

2.3 Students will be able to write numerals up to 100 by tens.

2.4 Students will be able to recognize and place numerals 1-15 in proper sequence.

Fourth Six Weeks

2.1 a. Students will be able to count to 100 by ones, fives, and tens in their first language.
b. Students will be able to count to 100 by ones and tens in their second lang.
c. Students will be able to count objects up to 20 in both languages.

2.2 Students will be able to join and separate sets 1-9, illustrating by making a number sentence using the symbols + or - and =.

2.3 a. Students will be able to write numerals up to 50 by ones.
b. Students will be able to write number words 1-5 in their first language.

2.4 a. Students will be able to recognize and place numerals 1-20 in proper sequence.
b. Students will be able to recognize and place numerals ending in zero up to 100 in proper sequence.

First Grade Math Objectives (Cont.)

2.5 Students will be able to identify andname a penny, nickel, and a dime.

2.6 Students will be able to recognize and tell time by hours in first language.

Fifth Six Weeks

2.1 a. Students will be able to count to 100 by ones, fives, and tens in both lang.
b. Students will be able to count to 50 by twos in both languages.
c. Students will be able to count objects up to 30 in both languages.

2.2 Students will be able to join a two digit number ending in zero with another two digit number ending in zero.

2.3 a. Students will be able to write numerals up to 75 by ones.
b. Students will be able to write number words 1-10 in first language.

2.4 Students will be able to recognize and place numerals 1-50 in proper sequence.

2.5 Students will be able to identify and name a penny, nickel, dime, quarter, half-dollar, and a dollar.

2.6 a. Students will be able to recognize and tell time by hours and half-hours in first language.
b. Students will be able to recognize and tell time by hour in second language.

Sixth Six Weeks

2.1 a. Students will be able to count to 50 by twos in both languages.
b. Students will be able to count objects up to 50 in both languages.

2.2 Students will be able to join numbers 1-9 with two digit numbers ending in zero.

2.3 a. Students will be able to write numerals up to 100 by ones.
b. Students will be able to write number words 1-10 in both languages.

2.4 Students will be able to recognize and place numerals 1-100 in proper sequence.

2.5 Students will be able to recognize combination of coins that will make five cents, ten cents, or twenty-five cents.

2.6 Students will be able to recognize and tell time by hour and half-hour in both languages.

21.0 SELF-ESTEEM: 21.0 4,6,7,8

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
4-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 0

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
7-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
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Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2,5,6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-EMT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NEMT or EMT
8-Other (specify)

23.5 American culture is defined: 23.5 0
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply) 23.4 2
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2- Historical-cultural heritage of the past--contributions to art and science
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2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 NO
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 2, 3, 6, 11, 23, 12, 7

0-method not specified
no-no provision for informing community
1 · bilingual newsletter
2· monolingual newsletter or newspaper
3· ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
6-formal meetings
7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how: meet with parents at bi-monthly meetings

2- School Newspaper
23· Talks by staff members to local clubs & civic clubs & social organization
12- School-wide open house

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4, 8, 11

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
3-community-school staff committees
4-community advisory groups
5-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
8-project director personally seeks involvement of community in program. specify how: Meets with parents at bi-monthly meetings
11-school sponsored parties (Christmas etc)

see xerox 19a

24.5 The school keeps informed about community interests, events and problems through: 24.5 2

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned

8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program dissemination. specify how: meet with parents at bi-monthly meetings
2- School Newspaper
23. Talks by staff members to local clubs & civic clubs & social organization
12- School-wide open house

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 4,8,11
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no-no mention of school seeking to be informed about community
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2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 1,26,3.
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
6-visitors to observe the program

Community Involvement

At the beginning of the year eight couples were asked and accepted to serve as a parental advisory committee -- four Anglo and four Mexican-American. Meetings were held once each month at which time they were briefed on our activities and suggestions and/or criticisms were requested. All the parents of children participating in the bilingual program were invited to one meeting and a number of them attended. They will be invited again for the May meeting.

We have asked mothers of the children in the bilingual program to help with school sponsored parties at Christmas, Valentine's Day and Easter.

Community Involvement

I. Parental Advisory Committee

1. The parental advisory committee will meet on the second Tuesday night of each month except March.

2. The committee will be given a progress report and will be asked for advice on and/or recommendations for planned activities in our program.

II. Community at Large

1. All parents of children in the bilingual program will be invited to meet with the staff and advisory committee in October and May.

2. There will be a school-wide open house (usually scheduled on the first Friday night in March).

3. Parents will be asked to assist teachers in various activities for the children. (Christmas parties, etc.)

III. News Media

Articles concerning the bilingual program will be published in the biweekly school newspaper and in the local paper, The Abernathy Weekly Review.

Evaluation of Community Involvement

In the small community in which we are located, members of our staff are in daily personal contact with many people in the area including community leaders. This enables us to get constant evaluation and feedback.

25.2 Project's impact: 25.2 4

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs
4. For the first time, the Mexican-American people entered candidates in city and school elections. C" p5

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 1,2,3

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 3

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 3

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE See xerox 20 a-d

27.1 0-not specified 27.1 1

1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 1,3,5,7

1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "

H A B L A

Component: Instructional - First and Second Grade
English and Spanish Language Arts

Program Objective: By the time students complete their second grade work, they will demonstrate a significant improvement in their ability to function in both the English and Spanish languages. Inasmuch as the second year will be a continuation and extension of the first year, the language arts program will be considered as one continuing program.

Participants: Three First and three Second Grade Sections to be taught by closed-circuit television.

PRODUCT Performance Objective		EVALUATION SCHEDULE Dates	Procedures
1-1.1	By the end of each school year the communication skills of students will show an increase as measured by the appropriate form of the Stanford Achievement Test Series, and a Spanish test to be acquired or developed by the staff.	Oct May	Pre-test will be administered by Internal Evaluator. Post-test will be administered by Internal Evaluator, results to be tabulated and given to Project Director.
1-1.2	Sixty percent of the students will be able to listen to and distinguish the sounds used in both languages. They will demonstrate this ability by grouping according to instruction a series of cards depicting objects with various beginning sounds, ending sounds or consonant blends.	Sep-May 6-wk. intervals	Teacher made tests. 15% of the students will be administered the proper six-weeks evaluation instrument (App. 8 or 10) by Int. Eval., teacher or aide.
1-1.3	Sixty percent of students will be able to reproduce the sounds of both languages.	Sep-May 6-wk. intervals	Teacher observation. 15% of students will be administer the proper six weeks evaluation instrument (App. 8 or 10) by Int. Eval., teacher or aide.
1-1.4	Sixty percent of the first grade students will be able to read in the first readers by the end of the first school year. Sixty percent of the second grade students will be able to read in the second reader, second grade level by the end of the second school year.	Sep-May 6-wk. intervals	Teacher observation. Evaluation by Int. Eval. beginning with second semester of first grade

H A B L A

Component: First and Second Grade - English and Spanish Language Arts

	PROCESS Performance Objective	EVALUATION SCHEDULE Dates	Procedures
1-1.1	Internal Evaluator will administer tests by closed circuit TV. Teachers and aides will proctor the test in the classroom.	Oct May	Teacher evaluation.
1-1.2	Teachers will provide opportunities for children to listen to the various sounds of each language by modeling the sounds, telling stories that emphasize the sounds being taught, reading to students, teaching short songs and games that stress the desired sounds. Teachers will show pictures of objects that have various beginning sounds (or ending sounds) and teach the children to select and group the ones that have similar beginning sounds.	daily wkly	Observation by Internal Evaluator. Staff meetings will be held weekly to discuss various techniques and routines.
1-1.3	Teachers will provide opportunities for students to reproduce various sounds of both languages, by modeling and having students respond chorally in groups and finally as individuals. They will provide opportunities for much repetition through such activities as games, songs and tape recordings of individual students.	daily wkly	Observation by Internal Evaluator. Staff meetings will be held weekly to discuss various techniques and routines.
1-1.4	Teachers will present a reading readiness program followed by preprimer work, reading in a primer, and begin a basal reading program. Second grade students will be given an opportunity to begin at a level they attained in the first and continue from that point.	daily wkly	Observation by Internal Evaluator. Staff meetings will be held weekly to discuss various techniques and routines.

H A B L A

Component: First and Second Grade - English and Spanish Language Arts

PROCESS Performance Objective		EVALUATION SCHEDULE Dates	Procedures
1-1.5	Teachers will provide activities such as tracing dotted lines to form letters and words, work in workbooks, copying words written on chalkboard, writing names under pictures, and taking dictation. The teachers will begin teaching cursive writing at the second grade level.	daily wkly	Observation by Inte... Evaluator. Staff meetings will be held to discuss varie... techniques and routi...
1-1.6	Teachers will discuss stories they have used in class and ask questions about them. Through repetition of this process and pointing out significant points of a story, repeatedly, they will teach the students to identify main ideas.	daily wkly	Observation by Inter... Evaluator. Staff meetings will b... held to discuss varie... techniques and routi...

H A B L A

Component: First and Second Grade -- English and Spanish Language Arts

	PRODUCT Performance Objective	EVALUATION SCHEDULE Dates	Procedures
1-1.5	By the time they have finished the first grade, sixty percent of the students will be able to write from dictation words that they have learned to read. They will be able to do this with seventy percent accuracy. As their reading skill increases in the second grade, they will be able to write from dictation, words and sentences of increasing difficulty.	Mar	Beginning with the fifth six weeks reporting period, 15% of students will be administered the proper evaluation instrument (App. #8 or 10) by Int. Eval., teacher or aid
1-1.6	By the time students have completed first grade work sixty percent will be able to tell orally the main idea presented in a story.	Sep-May	Teacher evaluation.
		May	At the end of the sixth six weeks reporting period, the proper six weeks evaluation instrument (App. #8 will be administered by the Int. Eval. to 15% of students.
	By the second semester of the second grade sixty percent of the students will be able to write the answer to questions concerning a story they have read. They will do this with seventy percent accuracy.	Sep-May	Teacher evaluation.
		Jan-May	Beginning with the third six weeks reporting period, the proper six weeks evaluation instrument (App. #10) will be administered by the Int. Eval. to 15% of students.